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1911/12

THE EDINBORO STATE NORMAL SCHOOL

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Catalog 1911-
1912-1913

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THE EDINBORO

STATE NORMAL SCHOOL

EDINBORO, PENNSYLVANIA

ANNUAL CATALOG

1912-1913

WINTER SCENE —*Kupper*

CALENDAR

1912-1913

Normal School Year begins	Tuesday, September 3
Thanksgiving Day	Thursday, November 28
Fall Term ends	Friday, December 20

HOLIDAY RECESS

Winter Term begins	Tuesday, December 31
Washington's Birthday	Saturday, February 22
Winter Term ends	Saturday, March 22

SPRING RECESS

Spring Term opens	Tuesday, April 1
Decoration Day	Friday, May 30
Baccalaureate Sermon	Sunday, June 22
Alumni Day	Tuesday, June 24
Commencement Exercises	Wednesday, June 25

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

1912-1913

INSTRUCTION AND DISCIPLINE

Cassius L. Baker (ex-officio) — Clinton D. Higby

Ned H. Goodell

GROUNDS AND BUILDINGS

Oliver P. Reeder — David H. Walker

Andrew A. Culbertson

LIBRARY AND APPARATUS

The Hon. Thos. J. Prather — Harrison P. Gillett

Harry L. Cooper

AUDIT AND FINANCE

George Taylor — Darwin R. Harter

Richard H. Arbuckle

HOUSEHOLD

Ignatius S. Lavery — Charles G. Brevillier

Horace G. Gillaspie

SUPPLIES

Oren A. Amidon — Newton D. Hawkins

Thomas Steadman

FRANK E. BAKER
PRINCIPAL

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

OFFICERS OF THE SCHOOL

Principal	Frank E. Baker
Preceptress and Matron	Mrs. Louise Tanner
Preceptor of Reeder Hall	Hermon Sackett
Librarian	Annie Laurie Wilson
Steward	Charles Dundon
Registrar	Agnes C. Markel
Secretary	Alice S. Hanson

COMMITTEES OF TEACHERS

DISCIPLINE

Mr. Baker, Mr. Barnes, Mrs. Tanner, Mr. Siddell, Mr. Sackett

DELINQUENTS

Mr. Siddell, Miss Powell, Mr. Sackett

CATALOG

Mr. LaBounty, Miss Roberts, Mr. Siddell

MODEL SCHOOL

Mr. Walk, Miss Sturgeon, Miss Powell

STUDENT ACTIVITIES

Mr. Gleason, Miss Hauser, Miss Ayers

ATHLETICS

Mr. Snyder, Mr. Barnes, Mr. Foster

LIBRARY

Miss Wilson, Miss Sullivan, Mr. Sackett

CHAPEL

Mr. Gleason, Mr. LaBounty, Miss Thomas

HIGH SCHOOL CREDITS

Mr. Sackett, Mr. Snyder, Miss Ham

COMMENCEMENT

Mr. Barnes, Mr. Walk, Mr. LaBounty, Mr. Gleason, Miss Thomas

FACULTY

FRANK E. BAKER, Principal
Science
A. B., Allegheny; A. M., Harvard

HEADS OF DEPARTMENTS

MARY ELIZABETH POWELL
Art
Clarion Normal School; Valparaiso University

WALTER J. SNYDER
Science
Sc. B., Bucknell

MORGAN BARNES
Ancient Languages
A. B., Harvard; University of Berlin

FRANCIS L. LA BOUNTY
English
A. B. and A. M., Allegheny

GEORGE EVERETT WALK
Theory and Practice of Teaching
A. B., Ohio Wesleyan; A. M., Columbia

WILLIAM G. SIDDELL
Mathematics
A. B., Syracuse; A. M., Clark

FRED S. GLEASON
Music
California Normal School; Northampton Institute of Music

INSTRUCTORS

ANNIE LAURIE WILSON
Librarian
Edinboro Normal School, Western Reserve Library School

KAIRA STURGEON
Critic Teacher
Erie Normal Training School

ELIZABETH F. AYERS
Physical Training
Sargent Normal School

H. SACKETT
Mathematics
A. B., A. M., Washington and Jefferson

OLIVIA J. THOMAS
Music
A. B., Thiel

ELIZABETH M. ROBERTS
Modern Languages
A. B., Allegheny

S. GRACE HAUSER
Elocution
B. I., Neff College of Oratory

INSTRUCTORS

JANE J. SWENARTON
English
A. B., Smith

HERBERT HOWARD FOSTER
Mathematics and Civics
A. B., Colegate

GEORGE B. FROST
Manual Training
Alden Academy

ELLEN SULLIVAN
Grammar and History
Edinboro Normal School

MILDRED HAM
Geography and Botany
Albany Normal College

HAZEL EMERY
Mathematics
A. B., Allegheny

LORENE BLYSTONE
Drawing
Edinboro Normal School

FACULTY ARRANGED IN ORDER OF LENGTH OF SERVICE

LOCATION

Edinboro is a prosperous country village in the heart of the rich agricultural district of Northwestern Pennsylvania. As such it is an ideal home for the teachers' training school that proposes to equip men and women for the school work of that section of the State. The village is twenty miles from Erie and seven miles from Cambridge Springs. It is connected with these towns by an interurban car line with hourly service. It is but a step, then, from the great railway systems of the Middle West and at the same time enjoys a pleasant remoteness, a slight seclusion, that is thoroughly consistent with good student work.

THE VILLAGE

The village is progressive. Its influences are for good. It has an old and well established citizenship. It was founded in 1796 by sturdy New England stock whose mark is readily traced in the community today. The village bears the inevitable stamp of the school town; it has been known as a place of learning for many years.

THE LAKE

Lake Edinboro lies just north of the village. Exactly what part it has played in the last fifty years in the spirit and tradition of the school would be hard to estimate. It is a charming sheet of fresh water, the second largest lake in the State, and calls visitors

—*Kupper*

LAKE EDINBORO

from many miles around. It affords a restful field for recreation with its boating, bathing, and fishing.

THE SCHOOL

The early establishment of an academy in 1857 was a manifestation of the pioneer spirit that characterized all early American life. Somebody has said that our pioneers always built a church at one end of their town and a school at the other. In such spirit was the academy founded in 1857. It became the Edinboro State Normal School in 1861. For fifty-one years it has held a high place in the educational life of its particular district; while its sons and daughters have held positions of high trust from one end of the land to the other.

PURPOSE

The primary purpose of the school is the training of teachers. In a more particular sense it plans to equip teachers for the Twelfth Normal School District, which embraces the counties of Lawrence, Mercer, Venango, Crawford, and Erie. There is in the right sort of normal school not only the specific and technical training, but also a training along broad and cultural lines that must be the basis of all effective teaching and the basis of life as well. If the schools are to meet the needs of the people and be in close sympathy with common life, the teachers must be people trained not only in mathematics but in manhood, not only in literature but in life. The fact that the mass of the older alumni of the school are engaged in all the varied fields of life is but proof of the efficiency of the normal school.

Broadly speaking, therefore, there are two aims in the purpose of the Edinboro State Normal School: to send its graduate

out with a confidence born of a thorough knowledge of method and of matter; and in the second place, to imbue him with the spirit of the true teacher---the teacher who can thrill his pupils with glimpses of new horizons and broader visions.

THE FACULTY

For the accomplishment of this chief aim of the school, the Board of Trustees maintains a faculty that are not only leaders in their various departments, but are also able demonstrators of method. They are men of wide training in American colleges and universities, and above all are men whose hearts are in their work. While there is a special department devoted to the technical phases of method, each class is a practical laboratory of demonstration.

THE STUDENTS

After a visitor has seen the recitation rooms, the library, and the dormitories, after he has interviewed the faculty and the trustees, he will not be said to know the school unless he sees the students themselves. In inviting the young men and the young women of the Twelfth Normal School District to join the students at Edinboro, the authorities feel that in the earnest company of students is the chief lure. When all is said, it is on the students that the real worth of the school must rest; and in the Edinboro State Normal School there is, by the common consent of all who know, a splendid body of students.

"STUDENT INTERESTS"

"Student interests" is a name that has arisen in the last generation to describe the phases of student activities that are not especially directed by the faculty. It embraces all forms of ath-

letics, dramatic interests, and student publications. In all these branches the students at the Edinboro State Normal School maintain vigorous and healthful activities. The gymnasium and athletic teams are intended to benefit the entire body of students; the

1912 BASKETBALL TEAM —*Kupper*

dramatic and publication fields are open to those who have particular interest in these departments.

In this group must also be placed the band, the literary societies, the Young Women's Christian Association, and the Young Men's Christian Association. All of these organizations are well supported and add much to the school life.

DISCIPLINE

The institution is maintained for the students. Only such regulations are made as tend to serve the welfare of its patrons. Discipline is as nearly voluntary as possible. Students are expected to conduct themselves as would be fitting for those entering one of the noblest vocations of men.

LIVING

It has been said that he is a wise man who knows how to rest wisely. In Reeder and Haven Halls the boys and girls at Edboro have the advantages of a home atmosphere, and of association with cultured men and women. The authorities endeavor to maintain during study hours the best possible conditions for study; outside of study hours, they endeavor just as earnestly to maintain an atmosphere of happy contentment, in surroundings that are inspiring and uplifting. The "weekly sing," just after supper on Thursday night, has become a feature of Edinboro life.

GROUNDS AND BUILDINGS

The campus of the school embraces thirty-one acres of pleasantly situated land. On it may be found specimens of practically all the native trees---many of which represent over half a century of growth. Their care is the particular pride of certain officers of the school; their beauty constitutes no small part of the agreeable setting of the buildings. In addition to the carefully graded and well kept lawns, there are several tennis courts and a large athletic field. At the rear of the campus is the productive model farm.

The buildings are nine in number, besides the thoroughly modern heating plant and electric power house. In order of their age they are:

COMMERCIAL HALL

Commercial Hall is the original academy building. It was erected in 1857. It stands at the northwest corner of the campus. It is a substantial frame building which houses the book room, two literary society halls and a large classroom. Care has kept it in perfect condition, a useful memorial of the days of the foundation.

SCIENCE HALL

Science Hall, a frame building, was constructed in 1858. It accommodates the physical and chemical laboratories, the large examination hall, a large lecture room, and various rooms for supplies. While the old hall will undoubtedly make way for a new science hall in the near future, it will be long before its lines of happy symmetry and general air of quaintness will fade from the minds of those who know it.

SOUTH HALL

South Hall is the last of the old dormitories. Built in 1860, it was the center of school life for many generations. It has been abandoned as a student dormitory since the building of the modern halls. It is now used for storage, and as a home for the caretakers of the other halls. Old South Hall, with its great chimneys, forms a picturesque background for the newer group of buildings.

MUSIC HALL

Well separated from the other buildings, Music Hall affords an admirable home for the department of music. It was built in 1862, and remodelled in 1878. It contains a pleasant assembly hall, practice rooms, and instructors' studios.

NORMAL HALL

Normal Hall was built in 1875. In 1891 it was greatly enlarged. It contains the chapel, the library, the model school, and the executive offices of the school. It is the largest building of the group. The seating capacity of the chapel is over one thousand. The model school has ten classrooms besides a large assembly hall.

RECITATION HALL

Recitation Hall is a monument to the originality of J. A. Cooper, founder of the normal school, who for thirty years was the best known man in common school life of western Pennsylvania. It has six pleasant recitation rooms. All the rooms on the first floor open out of doors so that it is impossible for a student to pass from one class to another without going into the fresh air. It was built in 1880.

HAVEN HALL

In 1903 a modern dormitory for the young women was constructed. It is a four story structure of substantial quality. Steam heat and electric light render the hall very comfortable. Its direction and care both aim to make it a real home for the young women. The dining hall, for both boys and girls, occupies the first, or basement floor. It was built in 1903.

THE GYMNASIUM

The Gymnasium, built in 1906, is a thoroughly modern and practical building, with excellent equipment in the way of locker rooms, baths, and apparatus. As the center of athletic interests, it fulfills its purpose in ministering to the needs of the physical side of school life.

REEDER HALL

Reeder Hall, named in honor of one of the early builders of the school, is the latest of the group. It was completed in 1907. It consists of three stories given over to dormitory purposes for the boys; a large and well lighted basement makes a practical home for the manual training department. Here, as in Haven Hall, the aim is to make pleasant the social life of the students. As great a measure of liberty is allowed as is consistent with the rights of all the young men who occupy it.

PHYSICAL LABORATORY —*Kupper*

COURSES OF STUDY FOR THE EDINBORO STATE NORMAL SCHOOL

Note---This course is based on the "unit" plan as proposed by The Carnegie Foundation.

"A unit" represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued

for four or five periods a week; but under ordinary circumstances a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

Students admitted to the first year shall have a fair knowledge of arithmetic, reading, orthography, penmanship, United States history, geography, grammar, physiology, civics, and the elements of algebra to quadratics.

FRESHMAN YEAR

	Number of 45 minute periods
Algebra	160
Latin	160
School Management and School Law	160
Orthography	40
Reading and Public Speaking	50
Ancient and Medieval History	100
Physical Geography	50
Arithmetic	100
Grammar	160
Vocal Music	50
Physical Training	80
Manual Training and Domestic Science	50
	1160

SOPHOMORE YEAR

	Number of 45 minute periods
Plane Geometry	160
Rhetoric, Composition, Classics	160
Botany	100
Zoology	50
Bookkeeping	50
Modern History and English History	100
Caesar	160
General Methods	160

Drawing	100
Physical Training	80
	1120

JUNIOR YEAR

	Number of 45 minute periods
Psychology and Observation	160
Cicero, German, or French	160
Literature, English and American	100
History, United States, and Civics	80
Geography	80
Physiology and School Sanitation	80
Solid Geometry and Trigonometry	160
Methods in History and Geography	100
Physics	160
Physical Training	80
	1160

In the third year the history of arts and science may be substituted for Cicero, French or German. Geology and astronomy may be substituted for solid geometry or trigonometry.

SENIOR YEAR

	Number of 45 minute periods
Practice Teaching	160
History of Education	100
Agriculture and Nature Study	100
Arithmetic	50
Grammar	50
Methods in Arithmetic and Grammar	100
Virgil, German, and French	160
Public Speaking	50
Chemistry	160
Drawing	50
Manual Training or Domestic Science	50
Physical Training	80
	1110

In the fourth year ethics, logic, and sociology may be substituted for Virgil, French, or German. Philosophy of education, or surveying may be substituted for ethics, logic, or sociology.

CONDITIONS OF ADMISSION

Quoted from a publication of the Department of Public Instruction.

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools as listed by the department of public instruction, shall be admitted to the third year of the four year course of the state normal schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the four year course of the state normal schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the four year course of the state normal school without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. A person who desires to be admitted to the second or the third year without having previously attended an accredited high school, must have a certificate of a commissioned superintendent of schools, showing that he has pursued the branches of the first year, or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the faculty in said branches, or be conditioned in them. But the studies in which any one is conditioned under this rule, or any one of the

rules above, shall not foot up more than three hundred and twenty weeks.

5. If the faculty of any state normal school or the state board of examiners decide that a person is not prepared to pass an examination by the state board, he shall not be admitted to the same examinations at any other state normal school during the same school year.

6. If a person who has completed the state board examinations required for admission to the classes of any year at any state normal school desires to enter another normal school, the principal of the normal school at which the examination was held,

CLASS IN DOMESTIC SCIENCE *Kupper*

shall send the proper certificate to the principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a state normal school shall be issued.

7. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music, and double entry bookkeeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any state examination in any higher branches, and the secretary of the board of examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching, except the one regularly issued by the state board of examiners to regular graduates, shall be issued by any state normal school or any person connected with any such school.

8. A certificate setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the state board of examiners shall be prepared and signed by the faculty and presented to the board. Studies that have been completed at a high school shall be distinguished by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned, and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the state board before the examination begins.

9. No state examination shall be given to any student on

part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the state board of examiners in not more than two subjects, covering not more than one period of work for a year. Accurate record of these conditions shall be promptly sent to the superintendent of public instruction, and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified to in writing to the state board of examiners before such students are admitted to another state examination.

10. Within fifteen days after the examination by the state board at any school, the principal of the school shall send to the department of public instruction a complete list of all who have taken advanced branches, together with a list of these branches, also a list of those to whom diplomas and certificates were granted, and a list of those who passed the state examination in any year, naming the year.

11. Graduates of state normal schools in the regular course, and graduates of colleges approved by the college and university council, who shall satisfactorily pass the faculty and state examinations in the course required for it, shall receive the degree of Bachelor of Pedagogics. And Bachelors of Pedagogics who have, after receiving such degress, taught successfully for two years, and passed the faculty and state examinations in the course required for it, shall receive the degree of Master of Pedagogics.

12. Residence for the last two years shall be required of all students, except in the case of graduates of four year courses in colleges approved by the college and university council, who may be graduated after one year's residence.

REGULAR COURSE ARRANGED BY TERMS

FRESHMAN YEAR

Algebra, 5	Algebra, 5	Algebra, 5
Latin, 5	Latin, 5	Latin, 5
School Management, 3	School Management, 3	School Management, 3
Grammar, 4	Grammar, 4	Ancient History, 5
Spelling, 4	Arithmetic, 4	Arithmetic, 4
Vocal Music, 5	Reading, 5	Physical Geography, 5
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2
Manual Training, 2	Manual Training, 2	

SOPHOMORE YEAR

Plane Geometry, 5	Plane Geometry, 5	Plane Geometry, 5
Caesar, 5	Caesar, 5	Caesar, 5
Composition and Classics,4	Composition and Classics,4	Composition and Classics, 4
Biology, 4	Biology, 4	Biology, 4
Methods, 3	Methods, 3	Methods, 3
English History, 4	Drawing, 4	Drawing, 4
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2

JUNIOR YEAR

Psychology and Observation, 3	Psychology and Observation, 3	Psychology and Observation, 3
Cicero, German, or French, 5	Cicero, German, or French, 5	Cicero, German, or French, 5
Solid Geometry, 5	Solid Geometry, 5	Trigonometry, 5
Physics, 5	Physics, 5	Physics, 5
United States History and Civics, 5	English Literature, 4	American Literature, 4
Geography, 5	Physiology and Hygine, 5	Methods in History and Geography, 5
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2

SENIOR YEAR

Teaching, 5	Teaching, 5	Teaching, 5
Vergil, German, or French, 5	Vergil, German, or French, 5	Vergil, German, or French, 5
Chemistry, 5	Chemistry; 5	Chemistry, 5
Drawing, 4	Grammar, 4	Agriculture and Nature Study, 3
Manual Training, 5	Agriculture and Nature Study, 3	Public Speaking, 3
Vocal Music, 4	History of Education, 3	History of Education, 3
Arithmetic, 4	Physical Culture, 2	Methods in Music, 2
	Methods in Arithmetic, 3	Methods in Grammar, 3

Number of hours weekly is indicated by figure following subject.

SENIOR YEAR OF OLD COURSE ARRANGED BY TERMS

The last year for graduation under the old three year course of study will be 1912-1913. The three terms will be as follows:

Methods, 2	Methods, 2	History of Education, 5
Teaching, 5	Teaching, 5	Teaching, 5
Physics, 5	Physics, 5	Grammar, 3
Arithmetic, 5	Literature and Classics, 5	Geology, 5
Literature and Classics, 5	Vergil, or Ethics, 5	Vergil (3 books), or Logic, 5
Cicero (3 orations), or English History, 5	Solid Geometry, German, or French, 5	Trigonometry, or German, or French, 5
Vocal Music, 2	Physical Culture, 2	
Manual Training, or Domestic Science, 2	Manual Training, or Domestic Science, 2	Literature and Classics, 2
		Methods in Music, 2

TEACHERS' COURSE

The state law in regard to one year provisional certificates, and three year professional certificates, is given below. The Edinboro Normal School offers courses in the branches named. Each year many teachers come for preparation in the subjects indicated in the law as given here.

PROVISIONAL CERTIFICATE

Section 1302. Any county or district superintendent in this Commonwealth may issue provisional certificates to persons who pass satisfactory examinations in spelling, reading, writing, physiology and hygiene, geography, English grammar, arithmetic, elementary algebra, history of the United States and of Pennsylvania, civil government, including state and local government, school management and methods of teaching, valid for one year in the districts or district under the supervision of the superintendent issuing them. Every provisional certificate shall indicate by suitable marks the degree of proficiency of the holder in each branch. No person, entering upon the work of teaching in the public schools after the approval of this act, shall teach more than five school

CLASS IN MANUAL TRAINING —*Kupper*

terms on provisional certificates. No superintendent shall make valid by endorsement a provisional certificate issued by another superintendent.

PROFESSIONAL CERTIFICATE

Section 1304. Teachers in the public schools who have taught successfully under the supervision of any county or district superintendent in this Commonwealth for not less than two full school terms, and who have in the examinations of such county or district superintendent for a professional certificate passed a thorough examination in the branches of study required for a provisional certificate, as well as in any two of the following subjects; namely, vocal music, drawing, English literature, plane geometry, general history, physical geography, elementary botany, elementary zoology, or elementary physics, and shall satisfy said superintendent, by written or oral tests, that they have carefully and intelligently read two of the books on pedagogy approved for such purposes by the superintendent of public instruction, shall receive professional certificates, which certificates shall be valid for three years in the schools under the supervision of the county or district superintendent by whom they were issued.

COLLEGE PREPARATORY COURSE

Under the provisions of the new normal school course, Pennsylvania state normal schools are in a better position than ever before to prepare students for college. The following course has been arranged for those who are anxious to meet the requirements for college entrance in the shortest possible time that is consistent with good work.

The figures following the subjects indicate the number of weekly recitations.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Algebra, 5	Algebra, 5	Algebra, 5
First Latin, 5	First Latin, 5	First Latin, 5
Composition, 4	Composition, 4	Composition, 4
General History, 4	General History, 4	General History, 4
Penmanship, 4	Spelling, 4	Reading, 4

SECOND YEAR

Plane Geometry, 5	Plane Geometry, 5	Plane Geometry, 5
Caesar, 5	Caesar, 5	Caesar, 5
Physics, 5	Physics, 5	Physics, 5
German or French, 5	German or French, 5	German or French, 5
Classics, 4	Classics, 4	Classics, 4

THIRD YEAR

Advanced Algebra, 5	Solid Geometry, 5	Solid Geometry, 5
Chemistry, or German, or French, 5	Chemistry, or German, or French, 5	Chemistry, or German, or French, 5
Cicero, 5	Vergil, 5	Vergil, 5
Literature, 4	Literature, 4	Literature, 4
Manual Training, 2	Manual Training, 2	Manual Training, 2
United States History and Civics, 5	Drawing, 5	

DEPARTMENT OF PEDAGOGY

(Theory and Practice of Teaching)

MR. WALK, MISS STURGEON

The prime purposes of this department are:

I. To give the student a clear insight into the character of the fundamental problems of modern educational principle and practice. Special stress is laid on the value of the various subjects of the school curriculum gauged in terms of their ability to satisfy real needs or life.

II. To provide the conditions whereby the student may demonstrate by observation and practice his fitness or unfitness for the actual work of teaching.

The accomplishment of these purposes is performed through the following means:

A. By thorough study of those branches that constitute the ground-work for all professional theory and method worthy of the name, viz.:

1. General and Special Methods.
2. Psychology.
3. The History of Education.

B. By practice embracing:

1. Observation of illustrative lessons as taught by critic teacher.
2. Observation of lessons taught by regular student teachers.
3. Written and oral reports on these observations.
4. Complete control of a class, under immediate supervision of the management, for at least one term, and in some cases two terms, and the entire year.

THEORY AND METHODS OF TEACHING

I. General and Special Methods.

The work in general methods supplements instruction in special methods, and relates to the fundamental problems of school organization and management. Courses in special methods have to do with the proper presentation of subject matter chiefly in the primary grades, as reading, penmanship, etc. An important feature of instruction in general methods is the treatment of educational ideas representative of the progressive tendencies of the times. Great emphasis is laid upon the aims of education, and upon its results as stated in terms of individual and social efficiency. At every stage of the study a definite attempt is made to correlate the instruction in general methods directly with the classroom instruction done by senior normal students in the model school.

Courses in school management proper cover such topics as school economy, discipline, the recitation, moral instruction, the school law, etc.

Suggested texts: "Classroom Management," Bagley; "How to Study and Teaching How to Study," McMurry; "Special Methods for the Recitation," McMurry; "A Brief Course in the Teaching Process," Strayer; "Teaching a District School," Dinsmore; Seeley; White.

II. Psychology.

Instruction in psychology is designed to fulfill three distinct and indispensable aims:

A. To give the student, by means of class discussion and experimental work, a clear understanding of the great principles underlying mental activity in general.

B. To examine these principles with special reference to their bearing upon the study of the child mind.

C. To apply these mental laws as directly and emphatically as possible to the art of teaching, as interpreted in the light of modern educational theory.

Suggested texts: "Briefer Course," James; Betts; Baldwin; Thorndyke; "Psychology in the Schoolroom," Dexter and Garlick.

III. The History of Education.

The chief purpose of this study is to establish an understanding of present educational ideals, practices, tendencies, and problems. This is accomplished

A. By an interpretation of educational traditions, and an explanation of their relationship to modern needs and conditions.

B. By giving a proper perspective, that enables a student to adjust means to ends, and to maintain a happy balance as between extreme in either theory or practice.

C. By assisting the student to formulate ideals or standards of action that will guide his instruction in the concrete work of the classroom.

Suggested texts: Seeley; Painter; Kemp; "Brief Course in the History of Education," Monroe.

PRACTICE OF TEACHING

The practice of teaching in all its phases is performed in direct connection with the model school.

The primary aim of the model school is, of course, to give the pupils in attendance instruction in the regular subjects of the school curriculum equal in worth to that which may be obtained anywhere. Its secondary aim, and one inseparable from the first, is to promote the teaching efficiency of the normal school graduates.

The model school consists of ten grades. The work covers the regular primary, grammar, and high school courses. Instruction in music, drawing, penmanship, physical training and German is supervised directly by the several members of the faculty who teach those subjects in the normal school.

As already indicated, the attempt of the management is to unite the best elements of a model school with the most approved features of a practice school, and by a system of careful administration and supervision the interests of both pupils and student teachers are promoted without detriment to either one or the other of these two classes. Most emphatically this model-practice school is not a mere laboratory for experimentation. Rather is it a place where pupils get thorough instruction under supervision of specialists, and where teachers test, through application to the problems of school-room routine, the value of theory previously received.

A. Observation.

Observation is based on three syllabi, entitled respectively conditions for work, the class, and the teacher. From these syllabi certain items are assigned

for each week's work. Weekly meetings are held, and written reports, summarizing in concise, systematic form, the record of the week's observation, are submitted, read, and analyzed. The subject matter from which assignments are made is printed on only the first page of the syllabus, the remaining three pages being left blank for the report above-mentioned. Each observer is required to retain a permanent file of his reports for reference use in teaching.

Reports of the observers are analyzed also at the regular recitations of the normal school classes in methods. Members of the senior class who are doing practice teaching thus profit by criticism or commendation put in direct, specific form. No pains are spared to relate the results of observation immediately and vitally to classroom instruction.

B. Student Teaching.

Each senior student in the normal school is required to do one hour of teaching or observation daily throughout the entire year.

Students designated for teaching are assigned to their respective grades and subjects with as much care as possible. Regard is had for academic qualifications and previous experience, and these, together with personality, are made the basis for assignments.

One of the features making most strongly for co-ordination in teaching activities is that of the lesson plan. At the beginning of each week every student teacher is required to submit a program embodying a definite

scheme for each day's instruction, and covering the following points: (1) subject-matter to be presented; (2) specific aim of the lesson as correlated with and distinct from the general aim; (3) drill: how much and on what points? (4) method of presentation: use of illustration, devices, etc.; (5) review---how much and on what points?

The approval of this lesson plan is a prerequisite to the week's work. Each teacher is thus required to systematize his instruction, and the drill he obtains thereby is an invaluable pedagogical discipline. Besides this, the lesson plan gives coherency, unity, and singleness of aim to the entire system of instruction.

All teaching done in the model school is supervised closely by the superintendent and his associates. It is felt that no arbitrary device or method, howsoever much merit it may possess, can ensure good instruction unless supplemented by the strictest supervision possible.

REEDER HALL

—Ross

DEPARTMENT OF LATIN

MR. BARNES AND MR. SACKETT, MR. GLEASON, MISS SWENARTON

From the beginning accuracy in pronunciation and in knowledge of inflectional forms is rigidly required. The work of the entire first year is designed to render the student sufficiently familiar with accidence and elementary constructions to enable him to begin the reading of connected prose narrative with intelligence and possibly with pleasure. The passing requirements of this portion of the course are purposely exacting. No students whose attainments are not such as to allow them to pursue the study of the subject with profit will be admitted to the classes of the second year. The intention of this statement is definitely insisted upon.

The prescribed reading in Caesar, Cicero, and Vergil is stated elsewhere. The work of classes, however, is not limited to this. Selected portions of text from the authors named, and from other Latin writers, are read in addition, and an attempt is made to develope an intelligent appreciation of the significance of literature and to aid the student in forming correct conceptions of literary culture. The efforts of the instructor are constantly directed to developing the ability to read Latin, i. e., to recognize the thought in its Latin dress, and to feel the exact force of construction, idiom and arrangement. Translation is required more as a test of accuracy in this than as an end in itself. Versification and formal grammar receive due attention. Informal daily talks by the instructor upon phases of Roman religion, history, politics, literature, or everyday life that the text suggests contribute something, perhaps, to the stimulation of interest in the subject and to the encouragement of independent investigation.

DEPARTMENT OF MATHEMATICS

MR. SIDDELL AND MR. SACKETT, MR. FOSTER, MISS EMERY

A study of the cause for just complaint on the part of teachers of advanced mathematics leads one to believe that the trouble is directly traceable to poor work in elementary mathematics. Accordingly the aim here is to develop strength of work in both mental and written arithmetic, in algebra and in geometry. If a strong foundation is laid in these branches, the advanced courses in mathematics in normal school, college, or technical school will not present insurmountable difficulties to the student, nor will county and state examiners of prospective teachers find indications of lamentable weakness in these subjects. To this end, thoroughness in all work is the watchword. An attempt to "humanize" the various subjects is made by choosing suitable illustrative problems for the topics under discussion.

ARITHMETIC

In arithmetic work is given in the first and last years of the course. In the first year daily recitations are held throughout two terms. The aim is to develop accuracy, facility, and rapidity of work, both oral and written. Clearness and conciseness of explanation are insisted upon; also absolute truthfulness in the use of equations. Rules as such are not learned but are logically evolved; thus the "why" explains and helps to establish the "how" in the mind of the student.

The work in written arithmetic, in which considerable oral work is also done, is supplemented by a separate course in mental arithmetic, where in addition to skill and facility in work, power of concentrated attention and continued retention are the ends sought.

Students frequently attest the value of this work in increased efficiency in other lines of work.

The work in arithmetic given in the last year of the course aims to equip teachers thoroughly for work in the grades. As a means to this end, a general review of the subject is given, but the work is broader and deeper than that of the first year, and includes work on the pedagogy of the subject.

ALGEBRA

In algebra the student is led inductively to enlarged and different number concepts, and to understand and interpret the underlying principles and to apply them intelligently. Algebra and arithmetic are closely correlated. This course seeks to make easy and gradual the transition from the inductive type of thought in arithmetic to the deductive form of reasoning in geometry. The solution of problems accurately stated is especially emphasized. Students before entering should have completed a full year's work in algebra as far as quadratics, so that the usual amount required for college entrance can be completed in one year. For the benefit of those who have not had this amount of preparatory work classes for beginners are provided.

PLANE GEOMETRY

Plane geometry is studied throughout the second year. A love of truth for truth's sake should be one of the results of a proper study of geometry. With this end in view accuracy in definition, logical reasoning, clearness of expression, and authority for statements are insisted upon. Self-reliance and power of initiative are developed by original exercises. Believing that the power to attack and solve original exercises is the true test of one's

AN ICE STORM —*Kupper*

geometric ability, it has been and will be the plan of the teachers to make extensive use of such exercises, choosing however a large number of exercises involving a few principles each, rather than a much smaller number of very difficult problems, inasmuch as greater benefits result to the student from such a course of procedure.

SOLID GEOMETRY

The work in solid geometry covers half the third year and follows the same lines as indicated in plane geometry. In teaching

the subject a happy medium is sought between non-use of mathematical solids and excessive use of the same, thus stimulating but not demoralizing the student's power to form geometric concepts. Locus problems are emphasized in both plane and solid geometry.

TRIGONOMETRY

One half year is devoted to the study of trigonometry. The work includes definitions and relations of the six trigonometric functions as ratios, circular measure of angles, proofs of the principal formulas, solution of trigonometric equations, theory and use of logarithms, and the solution of right and oblique triangles with practical applications.

DEPARTMENT OF ENGLISH

MR. LA BOUNTY AND MISS SWENARTON, MISS HAUSER, MISS SULLIVAN

The aim of the department of English is to develop skill in clean and strong English for everyday life. While courses are given in the classics and in the historical aspects of the subject, the aim of accuracy in speech and writing is ever kept in view. Much time is spent to fix the student's attention on details, and to develop for him, a sense of form. Originality of thought is encouraged. Simplicity and naturalness are insisted upon.

English is taught from the standpoint of usefulness, rather than from that of ornament.

FRESHMAN COURSE

A. Grammar in its elementary phases is studied. The course deals with the inflectional sides of the language. Analysis is taught as an aid to construction only. While it must be largely a reflective study, every endeavor is made to make the work practical, to make it a help in the full expression of thought. Whitney's and Patrick's texts are used.

B. Reading as expression is taught in the winter term. A systematic study of the various types of literary composition is made. The best expression of meaning is the one object of the course.

C. Spelling is studied as an important art. Four periods a week are devoted to a careful consideration of rules and phonetics. It is the purpose of the instructor to develop conscience and pride in a matter that is often slighted.

SOPHOMORE COURSE

A. Composition is taught throughout the sophomore year.

Theory and practice are united. One term is devoted to theme writing alone. Brief papers are prepared as daily exercises. Practice in verse writing is found to maintain interest, to increase knowledge of simple verse forms, and to develop skill in the arrangement of sentence elements. For a portion of the year, diary writing is followed with interest; this assures constant exercise, which is most important.

HAVEN HALL —*Kupper*

The text of Lockwood and Emerson is used for a part of the work. Each student is required to own, and is expected to use Wooley's "Handbook of Composition."

B. The classics designated as college entrance requirements are studied as a part of this course.

JUNIOR COURSE

A. A study of the history of English literature is made in the winter term. A knowledge of the great periods is insisted upon. A general acquaintance with books and their authors is required. Regular classroom work is supplemented by reading in the library. Halleck's "History of English Literature" is used.

B. A similar course in American literature occupies four hours weekly in the spring term. The text is Painter's "American Literature."

SENIOR YEAR

A. A rapid review of grammar, with chief emphasis on sentence structure, is required of all seniors. The course is given in the winter term. Each student compiles a catalogue of faulty expressions which arouses considerable interest, and cures many faults by simply calling the attention of those who are in error to their lapses in diction and sentence structure. Various texts are consulted.

B. In the spring term a course is given in methods in grammar. The history of the subject is considered. A general acquaintance with various texts is expected. Theories of classroom presentation of the subject are discussed. Individual members of the class are required to present plans for typical recitations.

C. Public speaking is given in the senior year under the di-

rection of the instructor in oratory. The various forms of public address are analyzed. Original work is required. Each student makes one public appearance in the course of the year.

ETHICS

Peabody's "Moral Philosophy" forms the outline for classroom work in ethics. The history of the subject is briefly considered. A general survey of the various systems of ethics is made. By far the larger part of the work is given to the discussion of everyday problems of human conduct. These discussions and debates are largely in the hands of the class; the instructor merely directs the course of the recitation.

LOGIC

A course in the fundamentals of logic is offered for one term as a substitute for Vergil. Practice in the various figures of syllogism, detection of fallacies, exercises in deductive and inductive reasoning, is the general content of the course. The text of Jevon and Hill is used.

DEPARTMENT OF SCIENCE

MR. SNYDER AND MR. BAKER, MISS HAM

PHYSICS

In the new four year course, physics is required during the entire third year. The work is covered by laboratory practice and recitation supplemented by current articles on new inventions. The new physical laboratory is fully equipped for thirty individual experiments of the National Physics Course, and by the group system many more can be performed. Each student is required to perform and present a well written report on twenty-five experiments, and is encouraged to perform more for which due credit is given. A small laboratory fee of fifty cents the term is charged to cover breakage and add to the equipment. The lecture table apparatus is well suited to cover nearly every phase of the subject. The whole course is very practical, as it deals with the phenomena of everyday life, and aims to associate the physics of the home with that of the universe. In every way possible the student is led to see the great economic value that a more intimate knowledge of nature's laws will afford mankind.

ZOOLOGY

In the four year course, zoology is required for at least fifty full periods during the second year. Graduates of first grade high schools are admitted to the third year; hence are not required to study the subject. The work is covered by an outline study of the relation between plant and animal life. Herrick's text is followed in the study of the types, and special attention is given to the habits, food, chief characteristics, and reproduction of the

FOOTBALL TEAM 1911 —*Kupper*

branch that each type introduces. The economic importance of each branch is given great prominence, and ways and means for exterminating the harmful, and increasing the beneficial animals are discussed. Laboratory work is taken up as far as time permits. The chief aim in this course is to create an interest in nature, train the powers of observation, study the effect of environment and habit upon animals, and thereby learn how to keep man supreme in the animal kingdom.

CHEMISTRY

Chemistry is required in the fourth year of the new course,

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forty weeks, five class hours a week. Three class hours are devoted to classroom work and two to laboratory exercises. The class work consists of discussion of prepared lessons, demonstration by the instructor, and solution of simple chemical problems. Each student is required to perform in the laboratory at least twenty-five experiments chosen from the list accepted by the college entrance board.

BOTANY

The subject of botany is required for at least two terms of the second year of the four year course. The work includes laboratory and garden practice in connection with the text. Andrews' text is used to outline the work, and a careful study of the methods of reproduction, growth, and ecology of plants is made. The economic importance of food plants is discussed, and the best methods for their cultivation are considered. Circulars and bulletins by government experts are consulted for the most up-to-date information. As the collection and analysis of a large number of plants tends to exterminate the species, not more than fifteen specimens that illustrate family characteristics are required. An effort is made to arouse an interest in agriculture and horticulture, and to that end the school garden and its aims are considered. Actual practice in planting, feeding, and cultivating is carried on as far as time permits.

DEPARTMENT OF MUSIC

MR. GLEASON, MISS THOMAS

The courses of study offered in this department are voice, piano, public school music (supervisor's course), and theory of music.

The length of a full course depends upon the ability and the previous training of pupils. A high standard of excellence is maintained, and thorough examinations are given.

VOCAL MUSIC

Before taking lessons in vocal culture, students should be more or less proficient in reading music. The method of development involves the study of breath control, tone-formation, and sight reading.

One year is given to the study of harmony, Emery's "Elements of Harmony" being the text book.

PUBLIC SCHOOL MUSIC

This is the supervisor's course, and includes the study of music fundamentals and sight singing, a course of study for elementary schools, and methods of presentation, observation and practice teaching, harmony, history of music, appreciation, chorus conducting, and voice, particularly the child's voice.

Students entering upon this course must have adaptation for this kind of work.

There is a demand for well trained supervisors of public school music. The course is planned to meet this demand.

FRESHMAN AND SENIOR COURSE

One daily lesson for a period of ten weeks is given to the

Course in

PIANOFORTE

at the

EDINBORO STATE NORMAL SCHOOL

OLIVIA J. THOMAS

Instructor

THE COURSE

The course in pianoforte at the Edinboro State Normal School consists of the study of the instrument, history of music, and harmony. The time required for the completion of this course is about two years, according to the aptness and preparation of the student. All grades of students are received. The text-book now in use is Emery's Elements of Harmony.

The work in piano consists of major and minor scales in rhythm, thirds, sixths and tenths, arpeggios and studies selected from the works of the following composers: Kohler, Opus 249; Matthews Graded Course; National Graded Course; Czerny's School of Velocity, Opus 299; Loeschhorn, Opus 66 and 67; Heller's Studies in Melody and Phrasing, Opus 45, 46 and 47; Cramer, Mendelssohn, Chopin, Kaulau, Clementi, Haydn, Mozart, and others.

Some time is given to sight reading, ensemble playing, transposition, memorizing, and accompanying.

Recitals, both private and public, are held from time to time.

ROLL OF STUDENTS IN HARMONY AND PIANOFORTE FOR 1911-12

Mary Allen
Ruby Anderson
Regina Autate
Elizabeth Ayers
Anna Coughlin
Leah Crandall
Joseph Deamer
Ned Dearborn
Minnie Fry
Alice Hanson
Vincent Hays
Silvan Hilliard
Wilda Hoffman
Opal Hollenbeck
Edna Hotchkiss
Sarah Gleason
George Goodell
Margaret Jewett
Carl Joslin
Muriel Kinter
Okle Kline
Eva Leopold
Cecil Mills
Ethel Mills
Nellie Miller
Ethel McCray
Ruth McLallen
Thelma Northrup
Maurice Port
Rena Ritchey
Joseph Stanford
Vere Steadman
Lusina Strobel
Mary Squier
Susie Torry
Emilie VanEtten
Mildred Williamson
Blaine Williams

freshman class. This class is instructed in music fundamentals, sight singing, and chorus work.

Three periods a week during the fall term are given by the senior class to a review of the fundamentals of music, to instruction in intervals, and elementary harmony, a grading of problems, methods of presentation, and practice teaching. Brief talks are given them on the history and form of music, and biographies.

Educational boards everywhere now prefer teachers who are able to teach music intelligently and well.

Special attention is given to those who lack or think they lack the ability to teach music in their schools.

MUSIC FOR CULTURE

Part of the chapel period each day is given over to a drill in song and chorus work by the entire school body. Incidental talks are given at this time for the purpose of creating a desire and appreciation for the better things in musical literature.

A choral club and an orchestra are maintained, and are open to those who can and desire to participate. These are not maintained as much for public performances as for advancing a knowledge and appreciation of the standard oratorios and cantatas,

CORRIDOR OF HAVEN HALL *Kupper*

DEPARTMENT OF ORATORY

MISS HAUSER

It is the aim of this department to develop speakers whose style shall be simple and natural, and, when occasion requires, forceful. The individuality of the pupil is of the first importance. The speaker is educated, not fashioned after a certain model. The pupil is not expected to be the imitator of the teacher.

After general preparation, there is the required study of as many literary masterpieces, great poems, and orations, as time will permit.

VOICE CULTURE

The voice when free and unrestricted by habits, defects or misuse, is a true reporter of the soul. It must respond to every

impulse of thought, will, and passion. First, it is the purpose to find the true voice, and then develop it, that it may, in the most natural and forcible manner, convey the thoughts of the speaker to the audience.

Special attention is given to correct breathing, articulation, range of pitch, defects of speech, cause and cure.

BODILY EXPRESSION

The method of teaching gesture aims to produce spontaneous and subtile bodily expression. It makes for the development of harmony, for the suppression of superfluous gesture, and the furtherance of a closer adjustment of form to content.

LIFE STUDY AND IMPERSONATION

The study and portrayal of living characters and the impersonation of characters famous in literature, is emphasized. This work has been found to cultivate the perceptive faculties and to encourage the timid student to bring variety into all his rendering. It breaks up mannerisms and develops unsuspected talent in expression.

HISTORY

MR. SACKETT, MISS SWENARTON, MISS SULLIVAN

Though the study of history in secondary schools must include the memorizing of historical facts, it should also include the examination of the relation of those facts to one another as cause to effect. The most profitable study of history selects such facts as best explain the great movements in human progress. It tends to exclude what is merely dramatic and interesting for what is significant and illuminating. The skill to make a selection of what is most important is gradually developed in the student by the emphasis which the instructor lays upon the important events and movements. No one method is employed to the exclusion of other methods. No one phase of human progress is emphasized

THE GYMNASIUM

to the exclusion of other phases; for example, constitutional history is not taught to the exclusion of industrial history; the effort is rather, so far as the limited allowance of time permits, to present history as a harmonious whole.

Recourse is had to fac-similes and translations of original documents to secure more of the historical atmosphere. Secondary sources of history are also drawn upon to broaden the conception of the student. The school is gradually adding to its equipment the best helps in history.

The courses are:

Ancient and Mediaeval.

1. As much as is offered under this heading in Myers General History.

Modern.

2. As much as is offered in Myers General History under this heading.

United States.

3. As much as is offered in Morris, Channing, or Elson, McLaughlin.

4. English History.

CIVICS

MR. FOSTER

The aim of the course in civics is to give the students a practical working knowledge of American political institutions. A text is used as the basis of the work, and this is supplemented by lectures, independent study on the part of the student, and open classroom discussions. An effort is made to lead the students to think for themselves about political questions.

FRENCH

MR. BARNES

The first year is devoted to the acquirement of a correct pronunciation, a working vocabulary, and such an acquaintance with elementary grammatical principles as will render the student able to read simple narrative prose. Chardenal's Complete Course is used, supplemented by Fraser and Squair's grammar, and by the reading of a few easy stories. In the second year the study of more technical constructions and idioms is required together with the memorizing of verse. Constant practice in composition is afforded, and there is opportunity for conversation. The precise material used is at the discretion of the instructor. The reading of the first year is selected from Halevy's "L'Abbe Constantin," Malot's "Sans Famille," Erckmann Chatrian's "Madame Therese," Sand's "La Mare au Diable," and stories of this type. That of the second year from the following: Daudet's "La Belle Nivernaise," Merimee's "Colomba," Hugo's "Les Miserables" (selections), Zola's "La Debacle," etc.

GERMAN

MISS ROBERTS

The courses in German are primarly general culture courses, leading the student to a deeper interest in a life and a language differing from his own. Aside from the prescribed course, the instructor gives numerous short talks upon the legends, life, and customs of the German people, which generally lead to independent investigation in the library.

Six terms of German are offered in the regular normal course, although more advanced work will be given if there are a sufficient number of requests for it.

First year. Elements of grammar, Lehrbuch der Deutschen Sprache, Spahnhoofd.

1. Conversational exercises.
2. Composition.
3. Memory work, simple poems, as Die Lorelei, Was ich Liebe, Der Gute Kamarad.
4. Reading, Im Vaterland, seventy-five pages.

Second year.

1. Grammar.
2. Composition based on texts read.
3. Conversational exercises on texts.
4. Translation. Complete Im Vaterland, Immensee, Wilhelm Tell, Die Jungfrau von Orleans.

GEOGRAPHY

MISS HAM

A thorough review on geography is given in the junior year. The course covers one term, five class hours a week.

In the last few years geography has assumed new importance in the school curriculum. It has come to be recognized as the unity of all the sciences. The earth is studied as the mother of the human race and the shaper of all its activities. The question ever before the teacher is how does this lesson or this particular fact bear upon the life of man. The work consists of the study of earth facts in the light of their influence on human history.

PHYSICAL GEOGRAPHY

Physical geography has long been recognized as the best introductory subject to the study of the natural sciences. The work in this course is very much like what has often been taught in the grades under the title of phenomenonology. The course is primarily a thought course. The aim is not so much to impart information as to lead students to inquire into and think about the physical facts and phenomena with which they come into daily contact.

The course is confined largely to the study of earth forms and conditions. But it must be borne in mind that only those forms and agencies which influence animal or plant life have any place in this study.

The work consists of classroom discussion, preparation of papers on assigned subjects, and field work. The region around Edinboro is rich in glacial markings, and furnishes much interesting matter for field work.

DEPARTMENT OF ART

MISS POWELL AND MISS BLYSTONE

The time is near at hand when a knowledge of drawing will be required of every public school teacher. It is a valuable aid in nearly every department of school work.

The supervisors' course in drawing is one especially adapted to school work. It requires two years for its completion. Students who have studied drawing before entering the normal school will be allowed credit for the work they have done.

The regular work for the first year is freehand, and perspective drawing, exercises in ink and brush work, water color painting, theory of design, constructive drawing, theory of color, blackboard drawing, history of art, methods of drawing, psychology of the content, grammar and technique of drawing.

In the second year, constructive drawing, clay modeling, water color painting, geometrical drawing, raffia work, basketry, sewing, theory of design, time sketches in pencil and charcoal, psychology of form, its place in education, graded illustrative work, details of supervision, and training in model school, are parts af the work.

ADVANCED WORK IN ART

Advanced students can take private lessons in oil, water color and china painting, pastel and crayon work.

DOMESTIC SCIENCE AND MANUAL TRAINING

MISS POWELL, MR. FROST

The persistent demand for vocational education has been met in the new course by domestic science, manual training and agriculture. Domestic science or manual training is required one term each in the freshman and senior years.

The educational value of these manual arts is two-fold: first, it brings pupils into contact with the nature and sources of the materials of industrial life; and, second, it introduces motive into school work. Both of these values are distinctly social. The evolution of society has removed the industrial processes from the

PRODUCT OF MANUAL TRAINING —*Ross*
DESIGNED AND BUILT BY A STUDENT

home to the factory. This has not only taken from children a very large source of information, but has also wholly freed them of social responsibility; as they no longer see or help in providing and preparing the food, clothing and shelter for the family. The manual arts, if properly taught, should supply these deficiencies.

In manual training each student is taught the use of tools, the nature of various woods, and is required to make some article of distinctly commercial value.

The work in domestic science is confined for the present to sewing and basketry, but it is hoped that a cookery laboratory may be available in the near future.

BOOKKEEPING

MISS HAM

Double entry bookkeeping is taught five periods the week for one term. The work is made practical. Pupils use the budget system, and thus become familiar with handling, filing and recording business papers. Each pupil acts as accountant for a firm. The text is used as a reference, not as a foundation for work.

DEPARTMENT OF PHYSICAL TRAINING

MISS AYRES

The physical training department affords an opportunity for all students to engage in recreative and developing exercises, in order that they may enjoy healthful living, build up their physique, and keep themselves in a vigorous working condition.

As the reciprocal relations of body and mind are better understood, the value of properly selected physical exercises as a means of quickening sense perceptions, strengthening the will and developing the powers of attention are being more appreciated. Many backward boys and girls have first been stimulated to mental activity through physical efforts. The forced attention, quick decision, and rapid responses called for in the gymnasium work and games are a great aid to the development of the mental faculties.

The physical training consists of practical work in public school gymnastics, calisthenics, military drill, dumb-bells, Indian clubs, wands, and heavy apparatus work on the rings, horizontal bar, parallel bars, stall bars, horse, buck, and climbing poles; also mat work and games. The work is graded throughout the course, being arranged in progressive order with a special aim of making it physically and mentally educative, interesting and enjoyable.

Each student is required to have a gymnasium suit; the young ladies, a black flannel suit of bloomers and blouse, and gymnasium shoes; the young men, a black jersey, and gray trousers, and gymnasium shoes.

PHYSIOLOGY AND HYGIENE

This course consists of text-book study, recitations, lectures, and demonstrations.

A careful study is made of the anatomical structure of the human body; of the physiology of the neuro-muscular system; of the physiology of metabolism, including all topics connected with nutrition and excretion; and of the blood, circulation and respiration.

Special attention is given to the agents---air, diet, exercise, sleep, and bathing---which affect the human organism and tend to adapt it to its environment.

The well trained teacher should be familiar with these agents, and know how to influence them towards the maintenance of health and the prolongation of life.

THE LIBRARY

MISS WILSON

The library, situated on the second floor of Normal Hall, is a large, well lighted and well ventilated room. All the shelves are open to students, allowing free access to the eight thousand volumes, which are catalogued according to the Dewey classification. The library contains, also, about four thousand government publications, not catalogued. It is especially strong in periodical literature, several hundred volumes being bound and treated as reference books. These are valuable to students as the copies of "Poole's Index" and "Readers' Guide to Periodical Literature," make magazine articles on any subject easily accessible.

The library is well supplied with daily and weekly newspapers, many of which are sent by the courtesy of the publishers for the benefit of the students from their locality.

The library is open on school days from 9 a. m. to 12:00 m., and from 1:15 p. m. to 5:15 p. m.; on Mondays from 1:30 p. m. to 3:00 p. m.

The periodical list aside from the newspapers is as follows:

Atlantic
American
Bookman
Business Journal
Chautauquan
Century
Current Literature
Education
Educational Review
Forum
Harper's Monthly
Harper's Weekly
Independent
International Studio
Ladies' Home Journal
Life
Literary Digest
McClure's
Missionary Review
Nation
Normal Instructor
North American Review
Outing
Outlook
Popular Educator
Popular Mechanics
Popular Science Monthly
Primary Plans
Public Libraries
Readers' Guide to Periodical Literature
Review of Reviews
Saturday Evening Post
School Arts Book
School Journal
School Review
Scientific American
Scientific American Supplement
Scribner's
Survey
Teachers' Magazine
World's Work
Youths' Companion

UNIVERSITY OF ILLINOIS

THE EDINBORO STATE NORMAL SCHOOL

PRESIDENT'S OFFICE

PRODUCT OF MANUAL TRAINING —*Ross*

DESIGNED AND BUILT BY A STUDENT

EXPENSES

REGULAR NORMAL DEPARTMENT

	Fall Term Fifteen Weeks	Winter Term Twelve Weeks	Spring Term Fourteen Weeks	Full Year Forty-one Weeks	Less than a Term a Week
BOARDING STUDENTS					
Tuition, board, enrollment fee, furnished room	$80 00	$66 50	$75 50	$222 00	$5 75
After deducting state aid (see below)	57 50	48 50	54 50	160 50	4 25
DAY STUDENTS					
Enrollment fee and tuition	24 50	20 00	23 00	67 50	1 50
After deducting state aid	2 00	2 00	2 00	6 00	
Model school pupils	3 50	3 00	3 00	10 00	

In case of a deficit in the state aid appropriation, students at the different state normal schools will receive their pro rata share of the appropriation. No deficit has occurred in recent years.

The state pays the tuition of all students who are seventeen years of age and who declare their intention to teach at least two full terms in the common schools of the state.

No deductions will be made for the last two weeks of the term. Table board will be deducted for absence for two consecutive weeks, or longer, on account of personal sickness.

The expense for each term is payable at the opening of the term. Payment for part of term will be accepted in special cases in order to accommodate patrons.

The principal acts for trustees and receipts all bills.

Bills may be paid by cash, check, or postoffice money order.

Board at above rates includes fully furnished room, heat, and light. Students furnish their own napkins and towels. There

are no extra charges except for material used in the special departments.

The payment of the enrollment fee entitles the student to free admission to the Normal Lecture Course.

Students who do not return to their duties on time after vacations, or other times, are required to make up the subject matter missed and pay a fee for any extra time or attention this requires.

There is no extra charge for vocal music, elocution or bookkeeping taken in the regular course classes.

SPECIAL DEPARTMENTS

MUSIC	Fall Term Fifteen Weeks	Winter Term Twelve Weeks	Spring Term Fourteen Weeks	Full Year Forty-one Weeks	Less than a Term a Week
Full course	$26 00	$24 00	$25 00	$75 00	$2 50
Class Lessons, two in a class:					
Two lessons weekly, instrumental or vocal	16 00	14 00	15 00	45 00	1 25
One lesson weekly, instrumental or vocal	10 50	8 50	9 50	28 50	80
Private Lessons:					
Two lessons weekly, instrumental or vocal	19 00	17 00	18 00	54 00	1 50
One lesson weekly, instrumental or vocal	13 00	11 00	12 00	36 00	1 00
Lessons in harmony, two weekly	4 00	3 50	4 00	11 50	30
Rent of piano, one period a day	2 00	2 00	2 00	6 00	15
Rent of piano, two periods a day	3 00	3 00	3 00	9 00	
Rent of piano, three periods a day	4 00	4 00	4 00	12 00	
Public school music	11 00	9 00	10 00		

One free scholarship is offered to a graduate from any high school in the twelfth normal school district who comes recommended for the same, and who upon examination shows special aptitude for music and some proficiency therein.

ART AND ELOCUTION	Fall Term	Winter Term	Spring Term	Full Year	By the Week
Two lessons weekly	$14 00	$13 00	$14 00	$41 00	$1 25
One lesson weekly	7 50	7 00	7 50	22 00	80

Students in these departments will receive instruction in theory by groups at the discretion of the teacher.

There will be a reduction of ten per cent from each course for students taking the supervisors' course in both art and music.

A discount of twenty per cent on the above rates will be given to students taking regular normal work.

A fee of one dollar a term is charged for chemistry.

A charge of one dollar will be made for diploma for special courses.

State aid is available for students taking course a in public school music.

GENERAL INFORMATION

WHAT EDINBORO MEANS

Without considering the aim of the state, the Edinboro Normal School means several things for the boys and girls of the twelfth district.

It means a plant has been established for them at a cost of over $300,000 of the people's money.

It means that this plant is maintained in the matters of heat, light, and care, at the expense of the commonwealth.

It means that the entire force of instructors is paid by the state.

It means that the cost to the student is only for board and personal expenses.

It means that an education which would cost four hundred dollars a year elsewhere is furnished at a cost of one hundred and sixty dollars.

It means, in practical result, that the state lends money for the education of its young; that the loan is to be paid, not in cash, but in two years' teaching service, and that that service, besides discharging the debt, brings the one who renders it a reasonable wage.

ADVANTAGES

Edinboro offers the advantages of a school atmosphere charged with the spirit of good work, of honest thinking, and of plain dealing. This spirit is manifested in every department of school life, in the care of grounds and buildings, as well as in classes in psychology and mathematics. As a state school, every-

thing is done to better the training of those who are to undertake the state's most important work.

TO EDINBORO

Edinboro is reached by trolley from Erie and Cambridge Springs. Cars leave Erie on the half hour, and Cambridge Springs five minutes after the hour, stopping in front of the school campus. In Erie, baggage checks should be delivered to the Erie Transfer Company, which will transfer baggage to the depot of the Erie Traction Company without additional cost.

AT EDINBORO

On reaching Edinboro, students should go immediately to the principal's office in Normal Hall to register. One-half of the term's expenses is payable at the opening of the term, the balance becomes due at the middle of the term. Books may be purchased or rented at the book room. A deposit of the price of the books is required when the books are taken. This deposit, minus rental, is returned to the student on return of the books.

ROOMS

Rooms in Reeder and Haven Halls should be reserved, as there are not enough to accommodate all who apply. Reservation should be made as early as possible. There is on file at the office a list of all householders who have accommodations for students. These householders, in receiving students into their homes, become responsible to the officers of the school for the conduct of their tenants. Any disregard for the rules is at once reported. Some landlords have specially fitted rooms for those students who, because their homes are near enough to permit a week-end visit,

wish to board themselves. While the practice is not as common as it was a few years ago, for some students it is both economical and pleasant.

The school maintains a well equipped laundry. Those girls who wish to do their own work have the privilege of using it upon the weekly holiday.

CHURCH AND RELIGION

As a state school, religious denominationalism is barred. There are in Edinboro four prosperous congregations which the students are urged to join in public worship. The Presbyterians, the Adventists, the Baptists, and the Methodists are represented. The Catholic boys and girls usually attend services at Cambridge Springs. Among the students there are various religious organizations that are prosperous and effective in the students' lives.

While the normal school senses the supreme place of religion, it clearly recognizes that the mission of the school is to the intellectual side of life. It believes that in training honest and consistent workers it is best serving the interest of the state and the individual. The province of the church is not infringed upon.

LITERARY SOCIETIES

The Potter, the Philo, the Clionian, and the Agonian literary societies are the centers of one phase of student interest. All four societies are doing effective work, and enjoy a friendly rivalry.

LECTURE COURSE

In the normal lecture course an attempt is made to bring to the students a series of public entertainments that are unusual in

interest and worth. In the present year the students have heard Strickland W. Gillilan, James W. Folk, Dr. S. Parkes Cadman, Edward Amherst Ott, Dr. Camden M. Cobern, and several other public men. It is a feature of no small value to student life.

RULES

The state law lays down a heavy course of study. The chief rule of the institution is the study hour. This means that while recitations are in session from 7:45 a. m. to 3:30 p. m., and from 7:00 to 10:00 p. m., all students are to devote themselves to the work of the school. In the fulfillment of this law rests the whole matter of discipline. A student who comes to do the work and applies himself to the best of his ability has little time to spend on any other matters.

A CO-EDUCATIONAL SCHOOL

As a school for boys and girls little is to be said, except that in every way possible is the best spirit of co-education fostered. The matter of boys and girls on the same campus is not looked upon as a necessary evil, but as a wholesome situation for just the type of educational work that a normal school must do.

PERMITS

As the school at any hour is expected to be able to locate any student who is enrolled, it becomes necessary to require that each student ask for a permit from the office before leaving town.

When a student is absent from class for any cause, he must procure a written permit from the principal before he can resume his school work in any class.

VISITORS

All visitors should so time their visits as to interfere as little as possible with the schedule of the students.

While any student may be reached by telephone, all persons are requested to use this means of communication only when urgent business demands.

REFUNDS

The school acts with reason and justice in the matter of refunds in case a student is compelled to leave school on account of sickness or other necessity.

THE ALUMNI REGISTER

An alumni register is in process of compilation. It will be ready for delivery in the early part of the coming school year.

HIGH SCHOOL CREDITS

The matter of high school credits may be settled by consulting the conditions of admission under courses of study on page twenty of this catalogue.

DIPLOMAS

Candidates for graduation are examined by the state board of examiners in the branches of the senior year. A diploma, in which are named the branches of the course, is given those found qualified. A diploma permits the holder to teach in the public schools of Pennsylvania without further examination.

Any graduate of this school who has continued his studies for two years, and has taught two full annual terms in the common schools of the state, is entitled to a second diploma. These

second diplomas are permanent certificates of the highest grade. The holder is permitted to teach in the public schools of Pennsylvania without further examination.

To secure a second diploma the applicant must present to the faculty and to the state board of examiners a certificate testifying to his good moral character and skill in the art of teaching, signed by the board or boards of directors by whom he was employed, and countersigned by the superintendent of the county in which he has taught. Blank applications may be obtained at the office of the principal.

TEXT-BOOKS

The following text-books are used at the Edinboro Normal School:

ARITHMETIC

Practical Arithmetic by Dubbs.
Complete Arithmetic by Hamilton.
Advanced Arithmetic by Wentworth.
Mental Arithmetic by Weidenhamer.

ALGEBRA

School Algebra by Wentworth.
Standard Algebra by Milne.

ASTRONOMY

Elements of Astronomy by Young.

BOOKKEEPING

Business Bookkeeping and Practice by Sadler and Rowe.

BOTANY

Botany All the Year Round by Andrews.

CHEMISTRY

An Elementary Study of Chemistry by McPherson and Henderson.

Laboratory Exercises in Chemistry by Brownlee and others.

CIVIL GOVERNMENT

Pennsylvania and the Nation by Higby.

DRAWING

Art Education by Prang.

ETHICS

Moral Philosophy by Peabody.

ENGLISH

Essentials of English Grammar by Whitney.
Lessons in English by Patrick.
Handbook of Composition by Woolley.
Composition and Rhetoric by Lockwood and Emerson.
History of English Literature by Halleck.
Introduction to American Literature by Painter.
Various editions of English classics.

FRENCH

Elementary French, Chardenal.
French Grammar, Fraser and Squair.
Various reading texts.

GEOGRAPHY

New Complete Geography by Maury.
New Physical Geography by Tarr.

GEOLOGY

A Text-book of General Geology by Brigham.

GERMAN

Elementary German Grammar by Wesselhoeft.
Lehrbuch der Deutschen Sprache by Spanhoofd.
In Vaterland by Bacon.
Immensee by Minckwitz.
Wilhelm Tell by Roedder.

GEOMETRY

Plane Geometry by Wentworth.
Solid Geometry by Wentworth.

HISTORY

General History by Meyers.
Leading Facts of American History by Montgomery.
Short History of England by Cheney.

LATIN

Essentials of Latin by Pearson.
Caesar by Allen and Greenough.
Cicero by Allen and Greenough.
Vergil by Greenough and Kittredge.
Latin Grammar by Allen and Greenough.

LOGIC

Elements of Logic by Jevons-Hill.

MUSIC

Elements of Harmony by Emery.
New Educational Music Course.

PEDAGOGY

Psychology in the Schoolroom by Dexter and Garlick.
Classroom Management by Bagley.
Teaching in a District School by Dinsmore.
History of Education by Monroe.

PHYSICS

Elements of Physics by Hoadly.

PHYSIOLOGY

Third Book of Anatomy, Physiology, and Hygiene of the Human Body by Culler.
Emergencies by Gulick.

READING

Evolution of Expression, Vol. I and Vol. II, by Emerson.
Principles of Public Speaking by Lee.

TRIGONOMETRY

Plane and Spherical Trigonometry by Wentworth.

ZOOLOGY

Text-book of General Zoology by Herrick.

Hazen, Jennie M.	Hartstown
Howard, Bianche	Edinboro
Huff, Alice	East Sandy
Johnson, Alforetta	Cambridge Springs
Kelley, Adaline	Cochranton
Kopf, Ora M.	Townville
Loomis, Helen	Albion
McCullough, Marion	Saegerstown
McDaniel Flora	Edinboro
McElhaney, Mabel	North East
McIntyre, Byrda	Cyclone
Magnuson, Jennie	Sugar Grove
Marsh, Lucile	Waterford
Mills, Cecil	Edinboro
Mischler, Cora	Edinboro
Morrison, Eleanor	Edinboro
Morrison, Hattie I.	Seneca
Nickle, Winifred	Albion
Perry, Jennie M.	Ten Mile Bottom
Pierson, Minnie	North East
Quick, Lena J.	Punxsutawney
Reed, Emeline	Erie
Richardson, Ruth	Edinboro
Russell, Florence	Erie
Sadler, Millie M.	Ten Mile Bottom
Sayre, Martha	Randolph
Smith, Arline	Harmonsburg
Steyer, Carrie	Nicolay
Swaney, M. Agnes	Shadeland
Thompson, Mabel E.	Cambridge Springs

Torry, Florence	Cambridge Springs
Townsend, Alice	Conneautville
Wallace, Bertha	Utica
Walter, Carrie E.	Grove City
Wiard, Lillian	Springboro
Wilder, Amy	Randolph

BOYS

Abbey, Lee H.	Cranesville
Beightol, David	Cooperstown
Bell, Clarence	Cochranton
Billings, Ralph	Edinboro
Caulkins, Charles	Edinboro
Dearborn, Ned	Conneautville
Frantz, Elmer	Cochranton
Frantz, William C,	Cochranton
Gillespie, Arzie	Edinboro
Greenlee, William A.	Torpedo
Hanna, G. Mont	Atlantic
Holder, Carl L.	Albion
Howland, Vincent	Edinboro
Joslyn, Clyde	Albion
Knapp, Forest L.	Saegerstown
Kough, Charles	Springboro
Long, Earle	Waynesburg
McEntire, Frank S.	Geneva
Morrison, George	Ohiopyle
Morton, Fern	Bear Lake
Negus, C. Marion	Bowling Green, Ohio
Quick, Cyrus F.	Punxsutawney

Smith, Knight	Edinboro
Snapp, Victor A.	Spartansburg
St. John, Nial	Centerville
Taylor, Harry	Waterford
Tucker, Joseph	Edinboro
Whittenberger, Claude R.	Cochranton

CLASS OF 1913

(OLD COURSE)

GIRLS

Agnew, Mary	Edinboro
Amidon, Angeline	Edinboro
Auerbach, Emma L.	East Springfield
Bancroft, Grace	Centerville
Bathurst, Helen	Clarendon
Bell, Essie	Pittsville
Bishop. Garnett	Waterford
Boyle, Annice	Centerville
Brown, Bessie	Cambridge Springs
Brown, Ruth	Erie
Case, Ethel	Girard
Christenson, Lillian	Cherry Grove
Cooper, Olive M.	Sugar Grove
Crandall, Leah	Edinboro
Crawford, Catherine	Pleasantville
Dickey, Ethel	Hartstown
Fisher, Marjorie	Grand Valley
Fleischman, Irene M.	Oil City

CLASS OF 1913

—*Kupper*

Greenlee, Frances	Jamestown, N. Y.
Griminger, Gretchen	Cambridge Springs
Guild, Margaret	Titusville
Haight, Margaret	Meadville
Hamilton, Leona	Meadville
Harrison, Margaret	Edinboro
Hatch, Mamie	Cambridge Springs
Hawley, Amy	Union City
Homan, Isabel	Cooperstown
Houtz, Elmo	Cochranton
Hutchinson, Florence	Cambridge Springs
Irwin, Martha	Camp Hill
Judd, Marian R.	Emporium
Kidder, Ruth M.	North East
Kilbane, Zoe	Edinboro
Kilgore, Almeda	Stoneboro
Klakamp, Nellie	Edinboro
Kline, Eva	Edinboro
McCartney, Agnes	Randolph
McGill, Lula	Cambridge Springs
McIntyre, Maude I.	Cyclone
McKinley, Frances	Jamestown
Maffit, Marion	Meadville
Mahan, Ruth	Ackley
March, Hazel	Warren, Ohio
Marsh, Hazel	Waterford
Mayhue, Cherity	Waterford
Mays, Ella J.	Garland
Mitchell, Freda	Cooperstown
Mitchell, Sylvia B.	Oil City
Moore, Viola	Cambridge Springs
Morgan, Ellen	Guys Mills
Morrison, Cora	Guys Mills
Morton, Mabel P.	Sandy Lake
Parker, Lepha	Warren

Perry, Lenna	Cambridge Springs
Peters, Carrie	Cambridge Springs
Quirk, Anna	Erie
Reed, Estella	Youngsville
Ritchey, Mildred	Emlenton
Robinson, Margaret	Spartansburg
Sayre, Kathryn	Randolph
Scott, Madeline	Grand Valley
Seavy, Edna	Clarendon
Smith, Augusta	Guys Mills
Smith, Belva	Cambridge Springs
Smith, Frances	Saegerstown
Soderholm, Mabel C.	Aiken
Stevenson, Hazel	Oil City
Sullivan, Mary	Edinboro
Swift, Nina	Cranesville
Terrill, Olive	Edinboro
Thiem, Helena	Corry
Unger, Pearl	Atlantic
Waite, Olive	Atlantic
Walker, Alice M.	Centerville
Wells, Laura	Springboro
White, Florence	Russell
Wilkinson, Ethel	North East
Woods, Alice	Cambridge Springs
Woods, Ivis	Cambridge Springs

BOYS

Acker, Lewis F.	Meadville
Armagost, Leo	Venango
Babcock, Gerald	Russell
Bentley, Hubert	Springboro
Billings, Paul	Edinboro
Cass, Neff S.	Harbor Creek
Congdon, Grover	Union City

Davis, Clyde	McKean
DeArment, Roy	Conneaut Lake
DeRemer, Ward F.	Townville
Dickey, Adlia	Hartstown
Frame, Andrew	Edinboro
Jewett, Hallis I.	Custer City
Jewett, Sheldon	Custer City
Johnson, Arthur	Clarendon
Joslyn, Carl	Albion
Kineston, Clair	Atlantic
Krasinski, John F.	Erie
Leach, Marley O.	Waterford
McEntire, J. Howard	Conneaut Lake
McGuire, David J.	Meadville
McKee, Ralph	Atlantic
McKelvey, William	Erie
McQuiston, Norris	Atlantic
Marsh, Charles E.	Ten Mile Bottom
Mathews, Neil	Meadville
Mitchell, John L.	Oil City
Nageotte, Joseph	Meadville
Obert, Karl	Union City
O'Camb, Leo	Edinboro
Pattison, Thomas	Cochranton
Piggott, Joseph, Jr.	Edinboro
Porter, Floyd E.	Edinboro
Richey, Donald	Titusville
Ross, Nelson	Conneautville
Scott, Charles E.	Albion
Scott, John H.	Edinboro
Smock, Thelston	Edinboro
Steadman, Glenn	Conneaut Lake
Terrill, Claude	Venango
Tiffany, Howard	Geneva
Vincent, Q. G.	Edinboro

White, Charles L.	Franklin
Whitman, Walt	Utica
White, Carl	Edfnboro

CLASS OF 1913

(NEW COURSE)

Boyle, Madonna	Albion
Bowersock, Freda	Oil City
Hall, Lena	Union City
Hannah, Frances	Girard
Hasbrouck, Ora	Corry
Hess, Louise	Girard
Joles, Florence	North Girard
O'Neil, Margaret G.	Union City
Proudfit, Ruth	Albion
Pulling, Louise	Edinboro
Rowell, Hester	Girard
Russell, Laura E.	Titusville
Sigworth, Bess	Tionesta
Smith, Ruth B.	Girard

CLASS OF 1914

(NEW COURSE)

GIRLS

Averill, Esther	Pittsfield
DeArment, Daisy	Conneaut Lake
Glenn, Lulu	Sandy Lake
Hollabaugh, Savilla	Cochranton
Lingo, Lila	Guys Mills
McDaniel, Ruby	Cochranton
McIntosh, Bernice	Franklin

CLASS OF 1915

—*Kupper*

Morrison, Cora	Guys Mills
Peck, Nellie	Fairview
Putnam, Hazel	North Warren
Sammons, Mabel	Union City
Smith, Grace M.	Waterford
Stewart, Jennie	Centerville
Torry, Nellie	Edinboro
West, Edith O.	Linesville
Whitney, Dora	Corry

BOYS

Carman, Nevin	Saegerstown
Chipman, Charles	Saegerstown
Henry, Don A.	Saegerstown
Goodrich, Bruce	Edinboro
Gray, Floyd	Spartansburg
Green, Howard	Spring Creek
Lewis, Grove	Cambridge Springs
McCrillis, Leroy	Centerville
Roberts, Roscoe	Hadley

CLASS OF 1915

(NEW COURSE)

GIRLS

Bierworth, Adria	Cambridge Springs
Blakeslee, Caro	Union City
Compton, Alice	McKean
Crandall, Evelyn	McLane
Day, Miriam G.	Spartansburg
Dine, Autumn M.	Cambridge Springs
Doubet, Blanche	Cochranton
Dyne, Velma J.	Cambridge Springs
Frontz, Isadore	Saegerstown

Frontz, Marie	Saegerstown
Gossman, Matilda	McKean
Greenman, Luella	North East
Harned, Linnie	Edinboro
Harvey, Florence	Corry
Hazen, Edna J.	Albion
Hitt, Jessie	McLane
Lamson, Edna	McKean
Lockard, Lillian	North Warren
McElhatten, Vera C.	Cranberry
McElhatten, Beulah	Cranberry
Martin, Mildred	Spartansburg
Miller, Nellie E.	Conneaut Lake
Mosier, Georgia	Edinboro
Mosier, Ruth	Edinboro
Mundt, Zoe	Grand Valley
Nason, Edith	Girard
Neyland, Virginia	McKean
Paine, Nemesia	Edinboro
Perry, Alice	Ten Mile Bottom
Peterson, Elsie	Bear Lake
Pieper, Leta	Cranesville
Pieper, Matilda	Edinboro
Pinney, Luella	McLane
Reed Berdena	McKean
Rhodes, Ira M.	Franklin
Robbins, Bessie M.	Waterford
Sadler, Wilda M.	Ten Mile Bottom
Silfies, Estella	Cranesville
Skelton, Marie	Crossingville
Small, Marie	Nebraska
Smith, Myrtle	Wattsburg
Spacht, Theresa	North East
Stanford, Eleanor	Rimer
Stowell, Aletha	Corry

Strobel, Lusina	Edinboro
Sullivan, Mary	Edinboro
Sullivan, Ethel	Hydetown
Trax, Dorothy	Franklin
Turner, Josalynn	Wattsburg
Unger, Mildred	Edinboro
Vincent, Ruth	Grand Valley
Vincent, Winifred	Grand Valley
Wade, Marjorie	Edinboro
Wagner, Loretta C.	Erie
Warner, Milicent	Sugar Grove
Wilcox, Mary	Cambridge Springs
Williamson, Mildred	St Marys, West Virginia
Woods, Grace E.,	Cambridge Springs

BOYS

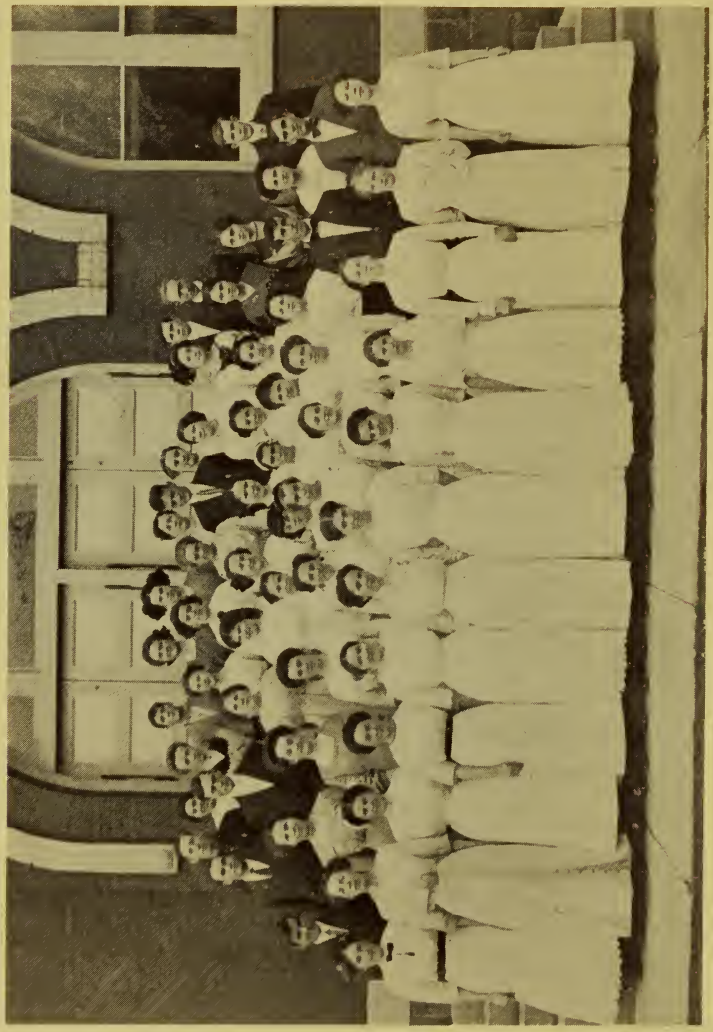
Allen, Cecil	Cambridge Springs
Barney, Daniel	Erie
Boyer, Donald E.	Meadville
Carpenter, Joseph S.	Townville
Chisholm, Harold	McKean
Culbertson, George	Cambridge Springs
Daley, Fay	Grand Valley
Davis, Clarence	Conneautville
DeWitt, Edward	Center Road Station
Drake Wayne	Cambridge Springs
Fall, Frank	Edinboro
Fiesler, Earl	Girard
Fiesler, Nathaniel	Girard
Fuller, Benjamin	Edinboro
Fuller, William	Edinboro
Greenman, Glenn	North East
Hamill, James	Cambridge Springs
Harbaugh, John	Victoria
Harrison, Leo	Edinboro
Harvey, Paul	Corry

Hays, Vincent	Oil City
Henry, Roy L.	Wesleyville
Hills, Asel	Edinboro
Hood, Harold G.	Oil City
Hoover, Byron	Springboro
Hotchkiss, Clare	McLane
Kline, Francis	Edinboro
Lewis, Grove	Cambridge Springs
McCray, Lynn	Corry
McLallen, Alton	McKean
Miller, Harold S.	Meadville
Mischler, Glenn	Girard
Mondereau, Emmett	Cochranton
Mosier, Roy S.	Springboro
Nye, Clair	Edinboro
Phoenix, Arthur	Waterford
Porter, Don	McLane
Rickenbrode, Duff	Townville
Rusterholtz, Jerome B.	McKean
Schriver, Dean	Titusville
Slaven, John	Kennard
Smith, Clarence	Mt. Pleasant
Snyder, Reed	Meadville
Turner, W. Byron	Wattsburg
Urban, Clarence	Erie
Wade, Elwin B.	Corry
Welker, W. Clair	Mill Village
Whipple, Sumner	Edinboro
Whiteley, George H.	Mill Village
Willett, Claude	Pittsfield

TEACHERS' COURSE

GIRLS

Abplanalp, Maria	Warren
Allen, Mildred	Centerville
Autate, Regina	Edinboro
Anderson, Jennie M.	Conneautville
Armstrong, Bertha	Townville
Bemis, Fay	Wattsburg
Bewley, Ina	Spartansburg
Blackman, Anna	Wattsburg
Blakeslee, Bernice	Union City
Blystone, Lorene	Cambridge Springs
Bossard, Mary	Saegerstown
Brannan, Elizabeth	Centerville
Brennan, Emma	Waterford
Brown, Lela	Union City
Calvin, Ferne	Atlantic
Carson, Mildred	Union City
Chandler, Ethel	Bear Lake
Coffman, Bertha	Seneca
Crawford, Nellie	Townville
Culver, Edna	Corry
Davis, Maude M.	Albion
Dietrich, Ruth L.	Fertig
Dickrager, Muriel	Tionesta
Donaldson, Josephine	Harmonsburg
Flick, Cora	Spartansburg
Gardner, Nina	Edinboro
Gibson, Eva	Meadville
Gidner, Ruth	Cranesville
Greenman, Orrie	North East
Griffey, Neta A.	Albion
Gross, Inez	Union City
Hague, Sara M.	Springboro



GROUP FROM TEACHERS' COURSE

—*Kupper*

Harter, Manna	Edinboro
Hazen, Anna	Hartstown
Hollenbeck, Iva	Edinboro
Humes, Eugenia E.	Cambridge Springs
Jenks, Lelah	Centerville
Jenkins, Ruth	Guys Mills
Jones, Cecile E.	Meadville
Jones, Claribel	Johnsonburg
Jones, Mildred L.	Meadville
Johnson, Isabelle	Centerville
Lamb, Lucy	Conneautville
Lawrence, Leona	Edinboro
LeGoullon, Ruth	Cranberry
Leopold, Eva	Girard
McCray, Sadie	Spartansburg
McFeeters, Nellie	Springboro
McFeeters, Ruth	Springboro
McNulty, Catherine	Waterford
Maynard, Gladys	Centerville
Miller, Olive	Girard
Mitchell, Florence	Mill Village
Morton, Mable	Wattsburg
Mundt, Hazel	Grand Valley
Mundt, Leah	Grand Valley
Nichols, Adelaide	Cranesville
Norris, Celia	Conneautville
Palmer, Dora	Sugar Grove
Perry, Ina M.	Cambridge Springs
Pettit, Ellen	Conneautville
Pettit, Ellen A.	Conneautville
Pierce, Myrtle	North East
Post, Elsie	North East
Post, Ethel	North East
Pryor, Daisy	Rockland
Pryor, Irma	Rockland

Raymond, Doris	North East
Raymond, Hazel	North East
Redfield, Etole	Titusville
Redfield, Leole	Titusville
Reed, Ida E.	Corry
Rhodes, Iva M.	Franklin
Roberts, Belva	Elgin
Roberts, Ruby M.	Harborcreek
Robertson, Fern	Linesville
Rose, Vernie	Waterford
Schutt, Lucy R.	Girard
Shannon, Ruth	Cambridge Springs
Smith, Augusta	Guys Mills
Spence, Ruth	Oil City
Strong, Clara	East Springfield
Sullivan, Abby	Fredonia
Suttles, Ruth	Cranesville
Taylor, Ethel	Spartansburg
Thayer, Fern	Youngsville
Tingley, Mary	Cooperstown
Vincent, Mae	Utica
Walbourne, Edith	Franklin
Warner, Millicent	Sugar Grove
Welton, Buena	Polk
Whitney, Nina	Harborcreek
Wilmier, Anna	Cambridge Springs
Wood, Leona	Shadeland

BOYS

Cantlon, Daniel	Waterford
Donaldson, Archie	Emlenton
Donnell, C. Y.	Titusville
Drake, Archie L.	Cambridge Springs
Foster, Johnson	Waterford
Graham, Carl	Saegerstown
Gray, Floyd	Spartansburg

Griffith, Walter	Woodcock
Hartley, Harry J.	North East
McBride, Edward	Edinboro
McCrillis, Leroy	Centerville
Mead, Henry	Spartansburg
Mischler, Henry	Girard
Proper, Hays	Titusville
Roberts, Roscoe	Hadley
Rogers, Clark	Conneaut Lake
Scott, Cary	Girard
Sheakley, Robert	Atlantic
Shumaker, Clinton	North Springfield
Slaven, John	Kennard
Smith, Clarence	Spartansburg
Staley, Edgar M.	Mill Village
Stewart, Charles	Meadville

MUSIC STUDENTS

GIRLS

Allen, Mary	Edinboro
Anderson, Ruby	Edinboro
Ayres, Elizabeth	Edinboro
Fry, Minnie M.	McKean
Gleason, Sarah	Edinboro
Hanson, Alice	Edinboro
Hotchkiss, Edna	Edinboro
Hoffman, Wilda	Harrisville
Jewett, Margaret	Custer City
Johnson, Freda	Cambridge Springs
Kinter, Muriel	Edinboro
Markel, Agnes	New Castle
Marshall, Agnes	New Castle
McCray, Ethel	

SPANISH STUDENTS 1912

—*Kupper*

McLallen, Ruth	Edinboro
Mills, Ethel C.	Edinboro
Northrop, Thelma	Girard
Ritchey, Rena M.	Emlenton
Steadman, Vere	Edinboro
Torry, Susie	Cambridge Springs

BOYS

Deamer, Joseph S.	Edinboro
Dearborn, Ned H.	Conneautville
Goodell, George S.	Edinboro
Hilliard, Silvan F.	Ten Mile Bottom
Port, Maurice	Edinboro
Stanford, Joseph	Edinboro
Snyder, Wallace J.	Scranton
Williams, J. Blaine	Punxsutawney

SPECIAL STUDENTS

GIRLS

Baker, Florence F.	Edinboro
Doing, Ethel	Edinboro
Robbins, Bessie Mae	Waterford
Sherman, Ruth	Cambridge Springs
Stanford, Kathryne	Edinboro
Sullivan, Ellen	Erie
VanEtten, Emilie	Mombaccus, N .Y.
Wilson, Annie L.	Edinboro

BOYS

Adana, Louis	Bogota, U. S. Columbia
Andrews, Claude	Edinboro
Baptista, Edward	Rubio, Venezuela
Controras, J. A.	Rubio, Venezuela
Ferrer, Emilio	Sagua La Granda, Cuba

Gill, Carlos	Rubio, Venezuela
Graham, Stewart	Meadville
Hilliard, Silvan F.	Ten Mile Bottom
Porter, Bruce	McLane
Sanchez, Miguel	Rubio, Venezuela
Skelton, Cecil	Edinboro
Vierra, Antonio	Brazil

POST GRADUATE STUDENTS

GIRLS

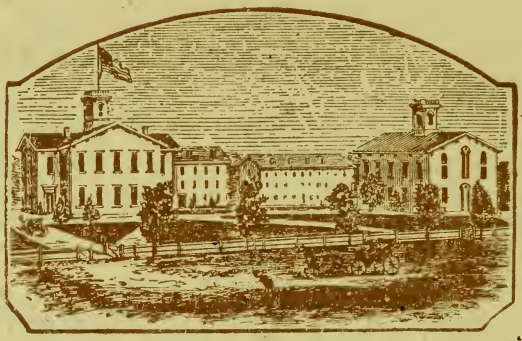
Coughlin, Anna	Edinboro
Frame, Lillian	Edinboro
Hollenbeck, Opal	Edinboro
Kingsley, Anita	Cambridge Springs
Kline, Okle	Cambridge Springs
Mills, Ethel	Edinboro
Mumford, Eva S.	Cambridge Springs
VanMarter, Edna L.	Edinboro

BOYS

Deamer, Joseph S.	Edinboro
Thompson, Rex L.	Edinboro
Whiteley, Floyd	Mill Village

SUMMARY OF ATTENDANCE

CLASS OF 1912			
Girls	61		
Boys	28	Total	89
CLASS OF 1913			
Girls	93		
Boys	45	Total	138
CLASS OF 1914			
Girls	16		
Boys	9	Total	25
CLASS OF 1915			
Girls	58		
Boys	50	Total	108
TEACHERS' COURSE			
Girls	94		
Boys	23	Total	117
MUSIC STUDENTS			
Girls	19		
Boys	8	Total	27
SPECIAL STUDENTS			
Girls	8		
Boys	12	Total	20
GRADUATE STUDENTS			
Girls	8		
Boys	3	Total	11
Total Enrollment			535
Repeated Names			4
			531



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UNIVERSITY OF ILLINOIS-URBANA
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INDEPENDENT PRINT
EDINBORO, PA.